BAA Recreation Leadership 12 Framework

District Name:	Kootenay-Columbia
District Number:	SD#20
Developed by:	Dara Waterstreet
Date Developed:	February 18, 2004
School Name:	J.L. Crowe Secondary School , Rossland Secondary School, Stanley Humphries Secondary School
Principal's Name:	
Board/Authority Approval Date:	
Board/Authority Signature:	
Course Name:	Recreation Leadership
Grade Level of Course:	12
Number of Course Credits:	4
Number of Hours of Instruction:	120

Prerequisite(s): Recommended Rec Leadership 11 or permission of the instructor following application process of Letter of Application

Special Training, Facilities or Equipment Required:
NCCP Level 2 Workbooks and Instructor
Referee Certification in a variety of sports
Geographical location will affect program (ie. Will avalanche awareness be offered?)
Training required is also dependent on instructor's strengths, interests and background.

Course Synopsis:
This course will deal with the theoretical and practical applications of human relations. The time in class will be spent primarily on event implementation, management and evaluation. The students will develop peer helping skills, practice efficient public speaking, be involved in promotion and running of school events. However, the focus will be on school and community-wide relations.

Rationale:

The course is designed for students to further develop skills learned in previous leadership class (preferably Rec Leadership 11). They will be able to acquire basic organizational and meeting skills and use these skills in planning events in the classroom, school and in the community. Student will practice and utilize effective communication skills. They will continue to develop their own leadership style and develop and appreciation for other styles. Students will continue to foster an appreciation of the necessity of community volunteerism.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Communication Skills/Problem-Solving & Conflict Resolution	20 hours
Unit 2	Team Building and Dynamics	15 hours
Unit 3	Publicity	15 hours
Unit 4	Program and Individual Evaluation	10 hours
Unit 5	Organization, Development and Implementation of Events	60 hours
	Total Hours	120 hours

:Unit 1: *Communication Skills/Problem-Solving & Conflict Resolution*

In order to help other students and to become competent leaders, the students in this course will learn and practice effective listening and communication skills. The students will gain an appreciation of the importance of using effective communication skills in long term projects. This will be accomplished through continual use and opportunity to practice their learned skills. It is through these communication skills that the students will be able to facilitate decision making for themselves and others. Topics include listening and speaking skills, non-verbal communication, written and verbal communication and communication using technology.

Problems and conflicts of many kinds will arise when student leaders assume responsibility for their own activities. Conflicts, like problems, can either be anticipated or arise as situations develop. Even though preventing conflicts from arising is best, the student leader must understand that conflict resolution may be necessary.

Curriculum Organizer – Event Management
It is expected that students will:
- Prepare written and oral projects for public speaking
- Apply communication skills for event planning, development, implementation and feedback
- Use the five step problem solving model
- Take time out to discuss problems when things are not working

Curriculum Organizer – Theory
It is expected that students will:
- Identify, recognize and use listening and speaking skills to communicate ideas and exchange viewpoints
- Understand that conflict is not all negative
- Realize that the best outcome is one in which all parties gain something
- Use negotiation as the key to conflict resolution

Curriculum Organizer – Group Dynamics
It is expected that students will:
- Be aware of Group Dynamics and concerns when communicating issues to others
- Be culturally-sensitive to special interest groups, minorities, and sub-cultures within the community
- Be socially and culturally sensitive to different points of view
- Develop empathy towards others
- Be cognitive of the needs of others

Curriculum Organizer - Technology
It is expected that students will:
- Use multi-media technology to deliver information to individuals and groups
- Incorporate various communication technologies into event planning and implementation

Unit 2:   *Team Building Dynamics*

The amount of success a leadership group experiences depends primarily on the dynamics within the group itself. The leadership team must be able to use cooperative problem solving skills in order to creatively brainstorm ideas for projects and events. The team leaders must not only see that the program is delivered but the dynamics within the group complement the successful delivery of the program. Students will learn how to organize themselves into teams and to work effectively within a group setting.

Curriculum Organizer – Event Management
It is expected that students will:
- Work not only as a team but as individuals within a team
- Explore different team models and investigate roles and responsibilities within the group
- Use a team approach to problem solving
- Work cooperatively, not competitively

Curriculum Organizer – Theory
It is expected that students will:
- Evaluate the success of a team approach to the outcomes of a specific event
- Develop effective communication skills within a group setting
- Discuss and solve problems when working in a group situation

Curriculum Organizer – Group Dynamics
It is expected that students will:
- Develop inclusive teams
- Develop effective listening skills in order to address all issues
- Foster equal opportunities for equal participation
- Participate to the best of their ability independent of team make-up

Unit 3: *Publicity*

Publicity is the tool used to make the public aware of your group, organization, or event and to create a desire to get involved. There are 4 groups of people to reach with publicity: the participants you want actively involved, the spectators you want to support the event, the officials you need to officiate the event, and the sponsors to help fund the event. The students will learn to critically analyze effective public relation strategies.

Curriculum Organizer – Event Management
It is expected that students will:
- Create publicity using numerous forms of mass media
- Develop advertising that appeals to a multiple of senses
- Create publicity that will catch the attention of the public and will provide information needed to encourage participation and support
- Use media appropriate for the target audience

Curriculum Organizer – Theory
It is expected that students will:
- Theory the success of their publicity campaign with regards to participation level
- Use reflection information to improve their publicity effectiveness for future events
- Evaluate and investigate positive and negative advertising techniques

Curriculum Organizer – Group Dynamics
It is expected that students will:
- Create publicity that is socially and culturally sensitive and appropriate for the target audience

Curriculum Organizer - Technology
It is expected that students will:
- Use a multitude of media to advertise events – flyers, newsletters, t-shirts, banners, word of mouth, radio, television, etc.

Unit 4: *Program and Individual Evaluation*

Program evaluation is the process of assessing the impact of the leadership group's program, determining its strengths and weaknesses and planning for improvements. Individual evaluation is the process of assessing the impact of the individual on the leadership group's program. Individual evaluation will also be used to identify the success of the student in obtaining the learning outcomes.

Curriculum Organizer – Event Management
It is expected that students will:
- Systematically analyse all aspects of the leadership course and programs put on
- Evaluate themselves and their peers on an ongoing basis
- Effectively predict the success of different events

Curriculum Organizer – Theory
It is expected that students will:
- Understand the importance of evaluation
- Use both formative and summative evaluation

Curriculum Organizer – Group Dynamics
It is expected that students will:
- Accept both positive and negative feedback from group members

Curriculum Organizer - Technology
It is expected that students will:
- Use computer software to effectively evaluate programs
- Use a variety of computer software programs to effectively create summaries of such evaluations

Unit 5: *Organization, Development and Implementation of Events*

The students will learn how to run effective meetings, work in groups to accomplish specific goals, and be individually responsible for the complete process of organizing, developing and implementing events within the classroom, school and in the community. These skills and the first hand knowledge of the problems and rewards involved in the organizational process will be invaluable to the growth and development of the students in the course. The focus of this unit will be on roles and responsibilities, budget management, scheduling, publicity, participation and event evaluation and feedback of community run programs.

Curriculum Organizer – Event Management
It is expected that students will:
- Organize and implement events using effective management skills
- Develop and manage a budget for specific and generic events
- Organize, implement publicity campaigns to promote events
- Develop and manage schedule, roles and responsibilities for team members
- Understanding the diversity between school and community event organization

Curriculum Organizer – Theory
It is expected that students will:
- Evaluate outcomes and feedback from participants and team members
- Develop a progress evaluation system that incorporates input from several sources to improve the program or event
- Learn to set achievable short and long term goals
- Constructively reflect on the success of your initiative

Curriculum Organizer – Group Dynamics
It is expected that students will:
- Be aware and effectively meet the social and cultural needs of the target audience
- Create inclusive programs

Curriculum Organizer - Technology
It is expected that students will:
- Use technology to create a budget, agenda and presentation of ideas and plans for individual events

Instructional Component:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity
- Brainstorming
- Group work
- Videotape
- Analysis of commercial film and video works
- Analysis of own and classmates' video work

Assessment Component:

- 100% of grade work is based on evaluation throughout the year. Grades will be based on reflection, presentation, participation, team building skills and project leadership of each individual.

Type of Assessment	Category
Formative (up to 80%)	Practical Applications Self-Rating Scale
Summative (up to 40%)	Final Assessment

Performance Methods
- project proposal outline
anecdotal records
- logbook submissions
- projects
- graduation portfolio development
- presentation of completed works
- posters/invitations to presentation feedback
event planner

Personal Communication
- group dialogue

- student/instructor mentor trialogue
- logbook reflection
- self evaluation
- peer evaluation

Other
- teacher

- teacher log
- checklists
- rubrics
- rating scales
- community

- letters of recommendation

Learning Resources:

- CASAA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA – Students Leadership Development Guide (Canadian Intramural Recreation Association)
- NASSAP – National Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide – Ministry of Education
- see attached document for extra resource material

Additional Information:

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher, composition of the class itself and the needs to the school and community.